

REPORT OF THE WASC SPECIAL VISIT TEAM

SAN DIEGO CHRISTIAN COLLEGE

February 29 – March 2, 2012

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The team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WASC website.

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SECTION I. OVERVIEW AND CONTEXT

A. Description of San Diego Christian College and the Special Visit

San Diego Christian College (SDCC) is a private, non-profit educational institution located in El Cajon, California. Founded as Christian Heritage College in 1970 under the sponsorship of Scott Memorial Baptist Church (now Shadow Mountain Community Church), the college changed its name in 2005 as part of an on-going effort to establish its own identity as an independent, faith-based liberal arts college. While it is still located on a thirty-two acre campus owned by the local church (SMCC), it is in negotiations to buy property and move to a new location a few minutes away, in Santee, California.

SDCC currently enrolls 630 students (headcount), with 414 in the traditional program and the rest part of the growing Adult Professional Studies (APS) program, which has recently added an on-line program. The traditional programs include bachelor's degrees in Aviation, Biblical Studies, Biology, Business Administration, Business Management, Christian Ministries, Communication, English, History/Social Science, Human Development, Interdisciplinary Studies, Kinesiology, Liberal Studies, Music, and Psychology. One-year California state-approved Single and Multiple Subject Teaching Credential programs are also offered. The APS program offers bachelor's degrees in Business Management, Christian Ministries, and Human Development.

Recent accreditation history includes a Capacity and Preparatory Review (CPR) in February 2006 that resulted in a finding of noncompliance with WASC Standards 1 and 3, the issuance of a Show Cause Order, a Special Show Cause Visit in fall 2006, and an extension of the Educational Effectiveness Review (EER) by one day. The Special Show Cause Visit focused on autonomy from SMCC, instability of executive leadership, independence of the Board of Trustees, and financial sustainability.

The Commission removed the Show Cause sanction following the special visit in November 2006 but placed SDCC on Probation until the EER visit, in spring 2008. This visit resulted in the removal of the Probation sanction, the reaffirmation of accreditation with a CPR review in spring 2016, the issuance of a formal Notice of Concern, and the request for the Special Visit that is the subject of this report. The visit is to be focused on *“financial sustainability, strategic planning, and continued progress on assessment of learning,”* as described in the Commission’s letter of June 24, 2008.

B. Quality of the Special Visit Report and Supporting Evidence

The Special Visit Report was created with input from administration, faculty committees, and offices across campus. Faculty members were involved in documenting institutional assessment efforts and in strategic planning at the departmental level. The report does not indicate that the board of trustees either reviewed the report or was involved in its preparation.

The team found the report to be clear and readable, integrating the various concerns of the Commission as much as possible. Significant evidence was offered to support claims of progress in the areas of focus. With respect to assessment, most assertions were supported.

However, the lack of a 2011 audited financial statement made preliminary conclusions about college finances difficult, and the lack of planning detail about the potential move was notable.

C. Description of the Team's Review Process

Each team member engaged in an independent review of the San Diego Christian College report for the Special Visit and all materials provided by WASC regarding previous SDCC visits, including the 2007 Commission letter. The team Chair assigned areas of focus to each team member based on his or her areas of expertise. Team members filled out a Team Worksheet for the Special Visit Review conference call that the Assistant Chair compiled into a single Worksheet prior to the conference call. During the conference call the team reviewed the four issues identified by the Commission and discussed the SDCC report response in detail. The team identified areas of strength and remaining questions.

The team met the first evening before the start of the visit to review the evidence and develop appropriate lines of inquiry based on the evidence. Team members prepared interview questions appropriate to the individuals and groups to be interviewed that probed identified lines of inquiry. During the visit the team reviewed evidence provided in the team room and conducted interviews with a variety of individuals and groups across the campus. The team debriefed regularly to triangulate interview evidence and to refine pending interview questions.

During the visit, the team reviewed the College's report, all evidence submitted with the report, and supplemental materials provided in the team room. Additionally, the team

conducted interviews with the President, Vice Presidents for Academics and for Enrollment and Marketing, Deans of Administration and of Assessment, as well as department chairs, faculty, members of the board of trustees, student life leadership, the controller, students, the director of the APS programs and members of the Strategic Planning Committee, the General Education Committee, the Assessment Committee, and others to provide additional evidence and verification of the materials reviewed. The team also made a brief visit to the possible future site for the College in Santee, California.

SECTION II. EVALUATION OF ISSUES UNDER THE STANDARDS

A. Strategic Planning

Description of the Issues

The WASC Commission's Action Letter of June 24, 2008, noted that "the financial foundations of San Diego Christian College are fragile [and] that this situation may be exacerbated as the college continues its separation from the direct support of the Shadow Mountain Church" (p. 2). While citing some positive developments, the Action Letter also noted that "the need for a financially sound infrastructure remains the highest priority. This will require both immediate and long-range strategic planning in service of this goal" (p. 2).

Evidence, Analysis, and Findings

In a series of interviews with the President, Board of Trustees, administrators, and faculty of San Diego Christian College, it was clear that the College is taking the WASC review process seriously. The team found the President to be enthusiastic about the future of the College and clear in his plans for achieving financial sustainability. While increases

in enrollment together with cuts in expenditures have improved the short-term financial condition of the College, the President, Board of Trustees, and the faculty are convinced that the long-term sustainability of the College depends upon their moving to a new location so that the College's traditional enrollment can be increased even further and the College can establish itself as a fully independent institution. Citing some reluctance among donors to contribute to the capital needs of the College as it is presently situated, the President expressed confidence that establishing the College at a new location will lead to increased donations. (CFRs 1.9 and 3.9)

The College has taken a number of steps to achieve these goals. With the unanimous support of the Board of Trustees, the President undertook a search for a suitable campus site in the El Cajon area. A potential site for the College was found in the city of Santee about 15 minutes away from its present location. Five existing building shells are located on this site. The Special Visit Team toured the site and concurs with the President's judgment that it is suitable for the College's purposes (CFRs 3.9 and 4.2).

Part one of the current strategic plan calls for the purchase of the site and completion of these buildings to house classrooms, music practice studios, computer labs, offices, and a library. Total cost of this phase including purchase, furnishings, fixtures, technology infrastructure, and transition expenses is estimated to be \$12 million.

The Santee City Council unanimously approved the College's application for a Conditional Use Permit for the property in late February. A total of \$5.5 million toward the cost of this phase has been raised in donations; the College has entered escrow to complete the purchase and has assurances from a local bank that it will provide \$8 million

in long-term financing at 4.75% interest. The remaining \$1.5 million will serve as a cash reserve. A contractor has been identified who is willing to build apartment-style residences to house approximately 450 students. The contractor will lease these residences back to the College; the College, in turn, will rent them to residential students. The College plans to relocate to the new site in the summer of 2013.

With due regard for the challenges implicit in this plan, the Special Visit Team wishes to commend the leadership of the College for its vision, energy, and determination in putting this plan together and for taking the first steps in its execution. Board members expressed their full confidence in the President's leadership, in the importance of the College's mission, and in the viability of this effort to insure a sustainable future, without dependence upon the support of Shadow Mountain Community Church (CFR 3.9).

Members of the faculty, in their meeting with the Team, expressed enthusiasm for the proposed move and complete confidence in the President's leadership. "Leadership is to be commended," said one; "the best leadership in 14 years," said another. In their open meeting with the Team, students responded in the same manner. It was apparent to the team that the leadership of the College has communicated effectively its vision and plans to the College community and has solicited input regarding the details for the development of the new site. Morale at the College is very high; buy-in is substantially universal. (CFRs 3.2 and 3.8)

Nevertheless, the Team makes the following observations regarding strategic planning. First, the anticipated relocation and the consequent desire to increase enrollment have rendered the existing five-year strategic planning document obsolete in

many respects. Consequently, the College would be best served by the establishment of a new five-year strategic planning document that reflects the pending move and the projected growth in enrollment. In meetings with the College's Dean of Assessment and Planning, the Strategic Planning Committee, and key administrators, the Team reviewed the strategic planning process and found it to be adequate to the task (CFRs 4.1, 4.2, 4.3).

Second, the College should carefully consider whether it has allocated sufficient manpower and resources to its advancement effort. Presently, the advancement team consists of the President who serves as Chief Development Officer, a Director of Development (who divides his time between development and Information Technology), and one assistant. The capital campaign the College has undertaken is ambitious and will require a systematic, organized, and energetic major gift fundraising effort. (CFRs 3.1, 3.5)

B. Financial sustainability

Description of the Issues

The Commission's Action Letter and the report of the previous visiting team noted that the finances of the College were fragile and were the most critical challenge faced by the school. The College is largely tuition-dependent and experienced significant enrollment declines in the years from 2003 to 2007. This decline in enrollment contributed to operating losses in five of the six years to 2007 and resulted in accumulated deficits approaching \$1.5 million. The Commission letter encouraged the College to place a high priority on addressing its financial challenges and enrollment management practices, "including attention to both recruitment and retention of students."

The action letter further noted that the institution had recently appointed an experienced Vice President for Enrollment Management and a Director of Advancement, and had re-engaged some early major donors; these changes had not yet had a time to yield results.

Evidence, Analysis and Findings

Finances. In materials provided to the visiting team in 2012, the institution provided a narrative of the progress made toward improving its financial position. The College undertook several action plans, including the achievement of increases in enrollment, reductions in faculty and staff, more careful monitoring of department and program activities, renewed attention to fundraising efforts, and re-connecting with former donors.

The visiting team reviewed materials provided in the Special Visit Report, appendices, and additional reports provided during its visit. The team also met with various members of the College's administration including the President, Chief Financial Officer, Controller, Dean of Administration and Finance, Vice President for Enrollment and Marketing and other members of the admissions office.

The team was disappointed to learn that the 2011 audit has not been completed, and therefore the team did not have the benefit of reviewing GAAP financial statements or the auditor's management letters before the visit. The College provided internal financials to the team during the visit for the year ended June 30, 2011 and interim financials as of December 31, 2011. (CFR 3.5)

The team learned that the 2011 audit has been delayed due primarily to uncertainty of the value of a \$1 million investment made with Strong Tower Financial Inc.

The College is invested in a mutual capital fund that operates by selling bonds and then making loans to new or expanding churches. The College indicated that these churches continue to make payments on their loans, but the influx of new capital into the fund has been greatly reduced. Currently, the loan payments made by churches are not sufficient to service the bond issuances and return funds to investors, so the College has been unable to redeem its investment. The College is working with its auditor to determine the current value of the \$1 million it has invested in the fund, but in any case the funds will not be available for spending.

The team found that the College has a complex team structure in place to attend to its finances, including a Chief Financial Officer shared with the Shadow Mountain Community Church and two other entities, a part-time Controller, and a Dean of Administration and Finance.

The Chief Financial Officer works part-time for the College and manages many of the shared services provided to the College by the local church. His primary responsibilities at the College include cash management and coordinating the arrangements between the College and the church for property sharing and the provision of IT services. In this regard, the visiting team was surprised to find that the shared use agreements and service level contracts between the College and SMCC mentioned in the last WASC visit report have not been signed, although they appear to be in force. While concerns about the relationship between the College and SMCC have been addressed in previous visits and Commission letters, the team determined that the College clearly has made progress in clarifying its relationship with the church in many areas, including drafting agreements for

facilities use and service-level contracts; these agreements should be finalized and ratified forthwith.

In spring 2011 the College created the position of Dean of Administration and Finance responsible for the budgeting process, human resources, payroll processing, the maintenance of facilities, coordination of IT services and other administrative areas. Also in spring 2011 the College outsourced its accounting, including general ledger records and reporting, to a third party firm. The owner of this firm serves as the College's Controller and meets frequently by phone and in person with the College's senior leadership. The Controller reports to the CEO of the College.

The complex financial personnel structure has some advantages but also some major drawbacks. The Controller has improved the College's accounting, internal controls, and reporting abilities. The College now has financial information that is accurate and up to date, and managers have the information needed to monitor finances effectively . Monthly financial statements are provided to the College, and departments have access to web-based reports on demand. Line item budgets have been created and uploaded to the reporting system, giving managers access to budget and to actual information previously unavailable. The Controller provides monthly summary reports to the College, and the CEO reviews monthly budget to actual reports with each Vice President in order to monitor expenditures.

The team found the qualifications and experience of the CFO and the Controller suited to the needs of the College. While the team was unable to view the job descriptions of these two positions, the president provided the visiting team with a list of

responsibilities that constitute his understanding of their respective positions. The visiting team found some overlap and duplication of work by members of the financial management team and learned from several sources that the part-time nature of two important financial positions sometimes meant insufficient attention devoted to important strategic and operational financial matters. (CFR 3.1)

The team determined that the College's continued improvement in monitoring its finances, controlling costs, and making sound financial decisions will require further formal clarification of the roles and responsibilities of its financial personnel. In addition, the College should make sure that, however it chooses to structure its financial management positions, it is done in such a way that the primary interest of those holding them is to protect the interests of the College (CFR 3.10).

The College's financial situation has improved considerably since the last visit: enrollment has increased, costs have been reduced, and fundraising results have improved. After operating losses in 2008 and 2009, the College had surpluses in 2010 and 2011 and is on track to have a surplus in 2012. Unrestricted net assets reached a low point of negative \$2.9 million in 2009, but operating surpluses have since reduced that to negative \$1.1 million at June 30, 2011 with the prospect of eliminating the deficit entirely by the end of the current fiscal year. The positive operating results have also improved the important financial ratios used by the Department of Education to measure financial responsibility, including the return on net assets, net income, operating income, and viability ratios. Despite this improvement, the College's finances will require careful

monitoring. The College remains heavily reliant on increases in enrollment, especially in the APS program, and on a few large unrestricted gifts. (CFR 3.5)

The College currently has a \$2.5 million line of credit from a bank, secured by certificates of deposit. The College is in negotiation with a bank to use cash reserves to pay down \$1.5 million of this debt and refinance the remaining \$1 million into a five-year term note.

As previously noted, the College is in contract to purchase a property in Santee that will be the new home of San Diego Christian College. The College provided the visiting team with financial information related to the purchase of the property, the build-out of currently unoccupied buildings, and the move, anticipated for summer 2013. Although the visiting team received differing estimates from the CFO and Controller on the amount of expendable cash reserves the College will have after the acquisition and build-out of the new property, both estimates will leave the College with sufficient cash reserves. The College plans to service its debt by including debt service as part of a balanced operating budget. This will be made possible in part due to the elimination of property sharing fees currently paid to the Shadow Mountain Community Church and a reduction in other shared services, including information technology.

The College provided the visiting team with a budget for 2011/12 and the draft budget for 2012/13. The 2012 and 2013 operating budgets for the College include significant funds to reduce accumulated deficits - \$500,000 in the current fiscal year and \$450,000 in the next. The College is on track to meet its targeted surplus including the funds for accumulated deficit reduction in 2012, and its financial results in 2011 may be

sufficient to meet the Department of Education financial responsibility standards. The College is to be commended for its efforts and plans on operating deficit reduction and plans to eliminate accumulated deficits.

Beyond that the 2012/13 budget the College has only a very sketchy multi-year budget. This multi-year budget does not include detailed enrollment targets, fund raising plans, or faculty staffing plans. The College informed the visiting team that it plans eventually to grow to 1,000 to 1,200 FTE. Even without such anticipated growth, the College will have to engage in extensive planning around such issues as the size and composition of an already fully employed faculty and staff, enrollment management and marketing efforts aligned with institutional resources and capacity, facilities adequate for an institution of this size, and control systems to monitor financial sustainability (CFRs 3.1, 3.2, 3.3, 3.4, 3.5).

Given the College's planned move to a new location and the debt service on two loans totaling \$8 million, continued success in generating operating surpluses will require carefully crafted multi-year financial plans. Due to the College's dependence on tuition revenue and reliance on a few large donors, continued positive financial results will have to be carefully projected and monitored (CFR 3.5).

Enrollment Management. The College's written report and other materials provided to the visiting team during the visit indicate significant growth in enrollment over the past four years. The report was candid and forthcoming about the challenges this growth has created in maintaining the personalized attention to applicants and enrolled students.

The visiting team met with the Vice President for Enrollment Management, who joined the College in 2007, as well as other members of the admissions team. The College reorganized its enrollment management efforts in 2007, and the Vice President for Enrollment Management now oversees admissions, financial aid and marketing efforts. The College maintains that this reorganization has resulted in a more streamlined, efficient and consistent approach to enrollment management. The visiting team reviewed semi-monthly admissions reports provided to the President and other administrators. These reports provided some historical comparisons and allow the College to maintain a good understanding of its progress in meeting enrollment goals.

The enrollment management office has also engaged the services of a professional management consultant and conducted benchmarking studies on its own efficiencies. The visiting team reviewed these studies and was assured by them of the sufficiency of resources devoted to enrollment (CFRs 3.1, 3.3, 3.5).

The Vice President for Enrollment Management does not currently oversee the marketing and recruiting efforts for the Adult Professional Studies or on-line programs. Enrollment management for these programs is overseen by the director of the APS program. This program has seen strong growth in enrollment in the past three years and the College now depends heavily on the continued enrollment in this program. The team recognized that while these programs may have recruiting and enrollment management issues that differ from those of more traditional undergraduates, the College will nevertheless have to make sure that it devotes sufficient professional resources to those efforts.

The College continues to be largely tuition-dependent, with two-thirds of revenue in fiscal year 2011 coming from net tuition. The share of total revenue from tuition in each of the previous three years was 75% or more.

The team found that the College has been diligent in putting into place systems for enrollment management, and it has paid systematic attention to enrollment issues.

Enrollment has grown from a low of 395 FTE in fall 2008 to 606 FTE in fall 2011.

The College has been most successful in increasing enrollment in the APS program where enrollment grew from 60 FTE in 2008 to 211 in 2011, but has also increased traditional undergraduate enrollment as well. The visiting team was impressed with the detailed knowledge that the enrollment management team displayed in understanding the reasons for the increase in applications, acceptances and matriculations. Since the College is heavily dependent on tuition revenue, continued focus on and efficient management of enrollment will be vital to its success in achieving continued positive financial results (CFR 3.5).

C. Assessment of Student Learning

Description of the Issues

The Commission recommended that SDCC embrace more fully the role of assessment in achieving its goal of building a reputation as a quality liberal arts college. The Action Letter of June 24, 2008, stressed the need for the culture of assessment to become “pervasive,” as shown by a) increased faculty commitment to assessment; b) improvements in the completion of scheduled program reviews; c) increased “standardization and consistency” in the capstone review process; and d) fuller

implementation of assessments of effectiveness in the co-curricular program, given SDCC's focus on character development.

Evidence, Analysis, and Findings

Before the visit, the team reviewed the institutional framework for assessment, a framework and assessment plan for the recently revised (but not yet implemented) general education program, three institutional rubrics, three departmental assessment plans, considerable evidence of continued Capstone Review, and the revised schedule for program review. On site, the team met with the Vice President for Academic Affairs, the Dean of Assessment and Planning, the Assessment Committee, the General Education Committee, the Faculty Chair, and the entire faculty. The team reviewed five program reviews completed since the 2008 site visit and saw evidence of other reviews in process.

The team found that the faculty has turned a corner in terms of their understanding of and commitment to a culture of assessment. This commitment is based most strongly in the annual Capstone Review, three-hour meetings in May during which each academic department meets together with administrators to review and assess student work in relation to program-level student learning outcomes. The usefulness of this process for identifying strengths and weaknesses in the academic programs has consolidated faculty "buy-in" for on-going assessment (CFRs 2.4, 4.4, 4.6).

Less encouraging is the picture in regard to consistent completion of program reviews. While five reviews have been completed (or nearly so) in the four years since the last team visit, two more are overdue and do not appear to be close to completion. Some departments have not done a review in over ten years. Efforts to identify the problem and

institute solutions are many, and include streamlining the guidelines, creating a common data set for chairs to work with, and assigning chairs who are in the process of doing program review to positions on the Assessment Committee, for both mentoring and gentle monitoring. The relatively small number of full-time faculty, with some chairs of departments their only members, certainly exacerbates the problem. Adjuncts are involved only sporadically and voluntarily in program review (CFRs 2.7, 3.1).

As mentioned previously, the Capstone Review process is certainly the bright spot in the assessment picture at the College. Not only are these reviews occurring as scheduled, but the faculty are genuinely appreciative of the process in terms of real benefits to the program and ultimately to student learning. The standardization and consistency called for in the Commission letter has occurred, and the team saw yearly reports and evidence of a thoughtful and thorough process. In view of continuing problems in completing program reviews, these Capstone Review sessions provide much needed annual program learning assessments.

Finally, while co-curricular assessment is still in its early stages, the College has made some progress toward creating assessment plans and survey instruments in various student life areas. The Assessment Committee (which includes the Director of Student Life) has reviewed several types of spiritual growth and formation measurements, and an in-house survey of students about their experience in the residence halls and other aspects of student life is being planned for the annual Assessment Day in March. The Director of Residence life attended a WASC Workshop on program review in fall 2011, and the

College plans to institute formal review of the extracurricular programs in the future (CFRs 2.11, 4.6).

The team finds that the College has made limited progress toward meeting the program review schedule and assessing co-curricular elements and urges continued commitment to improvement in these areas. Further, the team finds that the College has made good progress in the area of faculty commitment to a culture of assessment, and commends the college for its Capstone Review process in its current, more standardized form.

SECTION III: FINDINGS AND RECOMMENDATIONS

A. Commendations

The team commends the College for the following:

- The quick and decisive action to address operating deficits by reducing costs, increasing enrollment, augmenting tuition revenue, and re-energizing fundraising activities (CFR 3.5);
- Its candor, openness, and honesty with the WASC team (CFR 1.9);
- The vision, energy, and determination of College leadership in putting together a plan to relocate and for taking the first steps in its execution (CFRs 4.1, 4.2, 4.3);
- Communication by leadership of its vision and plans to the College community and the open and transparent way it has solicited input regarding the development of the new site (CFR 4.1);
- Continued movement toward autonomy and independence, and a separate identity as a liberal arts institution (CFR 1.6);

- The broad and deep commitment of the faculty and staff to address financial and educational effectiveness issues (CFRs 2.7, 3.5);
- Its response to the need for increased resources devoted to enrollment management issues by assembling a professional and enthusiastic team focused on improving the College's marketing (CFRs 3.1, 3.5);
- The commitment of the faculty and administration to student learning and to a culture of assessment, especially as shown in its highly effective capstone review process (CFRs 2.3, 2.4);
- The hiring of highly qualified staff and outside resources who have improved the accounting systems of the College and who now provide current and readily available financial reports to management (CFR 3.5).

B. Recommendations

The team recommends the following:

- That the College prepare a new five-year strategic planning document reflecting the pending move and the projected growth in enrollment as soon as possible (CFR 4.1);
- That the College critically examine the potential operational and personnel costs in establishing and sustaining a robust advancement effort (CFRs 3.1, 3.5);
- That the College continue to emphasize the importance of enrollment management and its impact on financial sustainability, devoting adequate resources to its enrollment and marketing efforts in the traditional undergraduate programs, the Adult Professional Studies and on-line programs (CFR 3.5);

- That the College develop a five-year budget planning model as soon as possible, including enrollment targets for both traditional undergraduate and the Adult Professional Studies programs, faculty staffing plans, and realistic fundraising plans (CFRs 3.1, 3.5);
- That the College review the effectiveness of the current financial management team structure and consider consolidating the financial management responsibilities under a person whose primary or full-time responsibility is to the College (CFR 3.10);
- That the College continue its efforts to complete academic program reviews in a timely manner and to assess the effectiveness of the co-curricular program (CFRs 2.7, 2.11).

APPENDIX

CREDIT HOUR REVIEW

Institution: **SAN DIEGO CHRISTIAN COLLEGE (SDCC)**Type of Visit: **Special Visit**Date: **March 2, 2012**

A completed copy of this form should be appended to the team report for all CPR, EER and Initial Accreditation Visits. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on credit hour	Does this policy adhere to WASC policy and federal regulations?	Yes
	Comments: Policy is very detailed and complete.	
Process(es)/ periodic review	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)?	Yes
	Does the institution adhere to this procedure?	Procedure is new.
	Comments: Policy states that "the academic division leadership (VPAA, faculty, program review, syllabi review) will monitor the unit of credit policy" (p. 3).	
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours?	Yes
	Comments:	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? Online (no hybrid courses exist) How many syllabi were reviewed? 2 online syllabi What degree level(s)? Bachelor's What discipline(s)? "Servant Leadership" and "Adult Development and Life Planning"	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	Yes
	Comments: Online policy is same as face-to-face in terms of instructional hours and time spent by student engaged in learning.	
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed	What kinds of courses? Practicum (1), Internships (3), Flight (4), Music (3), Capstone (3) Adult Professional Studies (8-week block courses) (3) How many syllabi were reviewed? See above What degree level(s)? SDCC offers only Bachelor's degrees What discipline(s)? Kinesiology, Communication, History, Aviation, Music, Business, Theology, Christian Ministry, Human Development	

hours (e.g., internships, labs, clinical, independent study, accelerated)		
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	Yes.
	Comments: The APS director monitors syllabi and students hours online very carefully.	